



## **JOB DESCRIPTION for Teaching Assistants**

**Name: -**

<b>School: Charing CE Primary School</b>	<b>Location: Ashford, Kent</b>
<b>Job title:</b> (Primary).	<b>Salary range: KR3</b>
<b>Start Date:</b>	<b>Area Support:</b>
<b>Hours of Work:</b>	

The responsibilities of the post are to be performed in accordance with the provisions of the most up to date edition of the Teaching Assistants Standards document and within the range of duties set out in that document.

### **Job Purpose**

To carry out professional duties and support class teacher responsibility for an assigned class.  
To be responsible for the day-to-day work and management of the class under the direction of the class teacher and the safety and welfare of the pupils, during on-site and off-site activities.  
To promote the aims and objectives of the school and maintain its philosophy of education.  
To effectively lead named subjects / areas across the school ensuring a good standard.

### **Main duties and responsibilities**

- To ensure the maintenance of a clean, orderly and safe working environment making sure that equipment/resources/materials are set out on time and as per instructions received and used safely to enable pupils meet their learning targets.
- To create, manage and maintain a caring, supportive, purposeful and stimulating school environment which is conducive to children's learning and reduces teacher workload.
- To assist teachers with learning activities ensuring health and safety and good behaviour of pupils as per school policies and GDPR
- To support the pupils in accessing learning activities as directed by teachers to enable pupils' progress towards their targets. Be aware of and support differences to ensure all pupils have equal access to opportunities to learn and develop.
- To provide basic admin support and undertake recording keeping in respect of pupil learning, behaviour management, child protection etc. as directed in order to support school staff.
- To have good understanding of interventions to support pupils learning.
- To ensure all SEN folders for the class are regularly reviewed.
- To promote and support pupils' self-esteem.
- To seek to improve practice via observations, discussions with colleagues and visits to other schools.
- To understand how to use ICT to advance pupils' learning.
- To be aware of and comply with all school policies and procedures.

- To contribute to the school improvement plan and school self-evaluation, attending staff development days and staff meetings.
- To contribute to the overall work/aims of the school and appreciate and support the role of colleagues and other professionals to enable the school fulfil its development plans etc.
- To undertake training and other learning activities and attend relevant meetings as required to ensure own continuing professional development beyond necessary experience.
- To attend any other training to follow personal interests or research in own time. School staff are able to offer guidance on this.
- To deliver interventions according to the instructions given by the teacher / SENCo. Provide feedback regularly and measure progress and impact of your intervention.
- To continue professional development, maintaining a portfolio of impact for appraisal evidence.
- To be a representative of the school, demonstrating confidentiality, professionalism and a positive attitude at all times.
- To ensure that first aid training is up to date, administer first aid, contacting the relevant parties where necessary.
- To ensure that first aid is delivered through implementing policies and practices which reflect the school's expectations.
- Should a MDS vacancy become available it is expected that a Teaching Assistant will fill this space and a separate job description will be issued.
- To ensure the values of Christian distinctiveness are embedded throughout the school.
- Any other duties requested by the Headteacher in line with the role of a teaching assistant.

**Expectations of Teaching Assistants**

- Ensure priority is development of understanding and independent learning behaviour rather than task completion.
- Ensure adequate liaison with class teacher to ensure good pre lesson preparation.
- Ensure that you add value to what the teacher is doing rather than replacing them.
- Ensure named child manages their own learning.
- Ensure you provide the right amount of support at the right time.
- Ensure you use open ended questions to support learning.
- Ensure pupil ownership of tasks.
- Ensure the impact of your support is evident.
- Ensure interventions are carefully timetabled – brief and regular.
- Ensure links between everyday learning and interventions.
- Ensure you are a key team member at all times.

If any barriers to meeting these expectations consistently are evident please speak with a member of SLT as soon as possible for support.

An annual review of this job description and allocation of particular responsibilities will take place as part of the Appraisal process.

Staff signature ..... Date

Appraiser's Signature..... Date

Executive Headteacher's signature ..... Date

# MASLOW'S HIERARCHY OF NEEDS APPLIED TO EMPLOYEE ENGAGEMENT

## 1 HIGHLY ENGAGED

- What can I do for others?
- I inspire others to do their best
- I love it working here
- I'm a high flyer

On average less than 15% reach this level

HIGH FLYER 

## 2 ENGAGED

- I'm a vital part of the business
- I feel important at work
- I'm really busy and very likely I'm highly stressed
- I'm an achiever
- I'll leave if something much better comes along



## 3 ALMOST ENGAGED

- I know I'm part of something bigger
- I'm almost engaged but there are times when I'm not
- I'm proud to work here but I wouldn't necessarily shout it from the rooftops
- I might leave if I'm tempted
- There are no career development prospects here



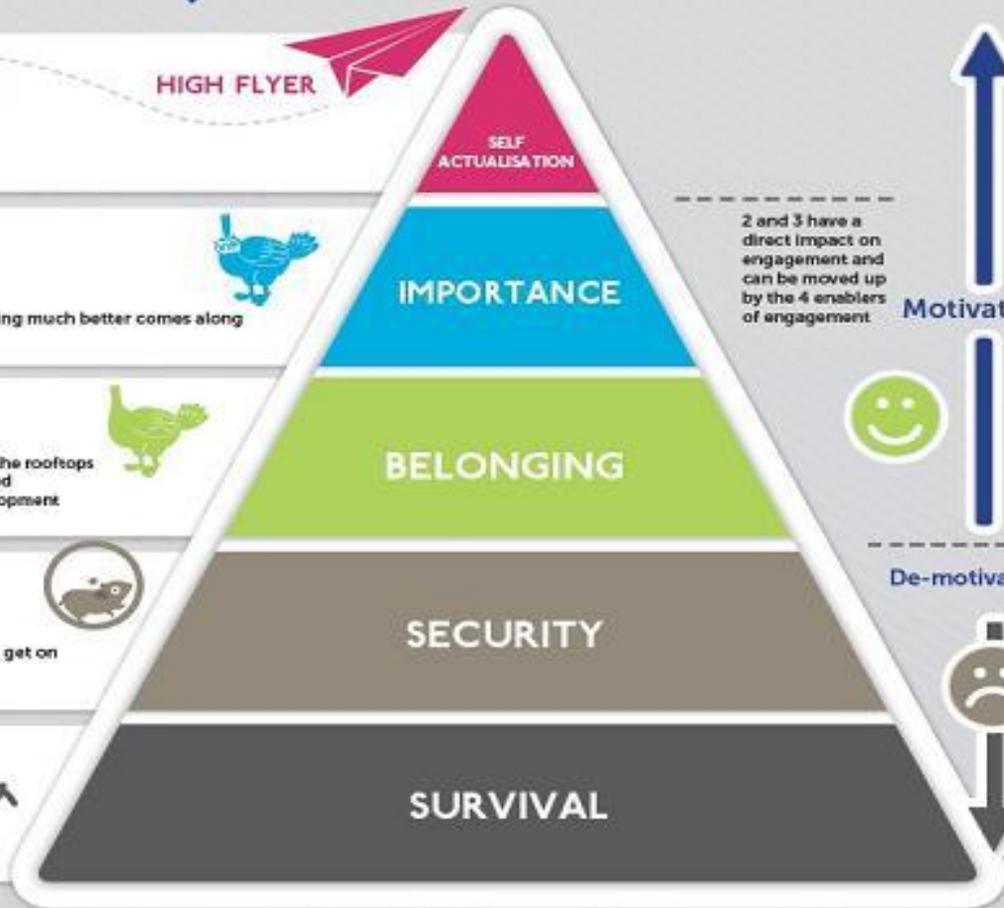
## 4 NOT ENGAGED

- I'm interested in overtime
- I have more sick days than I should
- I have poor working conditions
- I don't like my manager or working in my team
- I don't like my job much, but I get on with it
- I read job ads



## 5 DISENGAGED

- I'm here for the money
- I'm leaving when I can
- I'm not satisfied with the job I do
- My work doesn't excite me
- I'm a clock watcher
- I'm a jobs-worth



2 and 3 have a direct impact on engagement and can be moved up by the 4 enablers of engagement

Motivators



De-motivators

